

Bymount East State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The 2015 School Annual Report for Bymount East State School follows the progress, opinions and goals of students, parents and staff at the school during the year. Bymount East State School provides a wonderful environment for its students, who are supported by dedicated staff and a supportive community. The school has one full time teaching principal, one teacher aide and a part time teacher. All students continue to be taught in multi-age settings with curriculum delivery based on year levels and also ability levels. Each year students in Years 3,5 participate in NAPLAN Testing. In 2015 only 2 students participated in this National Test.

The school encourages parents and community members to assist with students learning and to become involved in the school's programs. In 2015 the school regularly received support from parents and community members.

This report contains information on the school; what makes it unique, special features and achievements. There is information on the teaching staff, parent expectations and parent, student and community satisfaction. School progress towards its goals in 2014

2015 saw significant improvement in student reading and spelling levels which matched the School Priorities for the year.

In 2015 there are 3 key priorities as outlined in the AIP (Annual Implementation Plan).

Key priorities for 2014

- Reading
- Spelling
- Math

Programming:

- Alignment of an additional curriculum program "History", "The Arts" and "ICT Technology and Design" with the Australian Curriculum and the C2C outlines.
- Provision of additional and various educational opportunities for students to learn and participate, which ensures students are provided with a broader focus for learning.
- Improved explicit instruction, to improve learning opportunities within a multi-age setting with a strong focus on differentiation in teaching to ensure inclusivity of all students.

Facilities:

- Improved classroom facilities that support student engagement
- Improved connectivity for online services
- More computers for greater access to online curriculum opportunities.
- Continued removal of asbestos from school site
- Scope of works that focuses on the provision of clean, safe and hygienic areas for students to eat and play
- Utilisation of a new water bore to ensure grounds are safe, shady and conducive to students play requirements

Professional Development:

- All staff to be part of a coaching program
- All staff to receive first aide training
- All staff to be trained in THRASS
- Staff are provided the opportunity to access training opportunities to improve their current level of knowledge and skills in the areas of Human Resource Management, Facilities Management, Latest Regional Priorities as well as Teaching and Learning Programs aligned with the requirements of the Australian Curriculum.

Future outlook

Bymount East SS looks to build upon the great success in 2014, by ensuring that we have a highly skilled teaching team, ensuring great attendance, and by ensuring every child learns every day. We will continue a strong focus on improving reading, by developing plans for every student, and by up skilling staff.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	10	8	2		69%
2014	9	8	1		82%
2015	9	7	2		100%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Bymount East State School is a rural and remote school in the Maranoa Regional Shire. All students at the school are from local farming families. Most parents either own local cattle properties or work on properties in the area. The parents and the community utilise Roma, 65km to the South, or Injune 26km to the North, as their major service centres.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	10	9
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

****From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.**

Curriculum offerings

Our distinctive curriculum offerings

Being such a small school, both extension and support programs are able to be tailored to individual student needs. One on one support for these activities possible through the teacher aide or classroom teacher.

The curriculum focus is explicit instruction of literacy, numeracy and science, with information communication technologies (ICTs) integrated into daily learning. The interactive whiteboard, internet, digital cameras and a range of software ensure students and staff are equipped for the digital world. All eight Key Learning Areas are addressed and new curricula are being incorporated in student programs, staff development, and resource provisions as appropriate. Our other language is French.

Extra curricula activities

- The Arts: Arts Council Performances
- Health and Physical – Swim Camp ; Swimming Carnival; Cross Country Event, Athletics CRNIVALS, Inter School Rugby League and Netball Games
- Under 8's day of activities for students from Prep-Year 3 at a neighbouring school
- Participation in ANZAC Day march, service and wreath laying ceremony
- Showcasing the School: Eisteddfod, Display at Roma Show

How Information and Communication Technologies are used to assist learning

How Information and Communication Technologies are used to assist learning – Students have frequent access to a range of technologies to support their learning including;

- Ipads
- Laptops
- Assistive Technologies
- Interactive Whiteboards
- Range of digital cameras

Social Climate

Bymount East State School offers all students, parents and community members an environment that is inviting, safe and supportive. All parents and community members are encouraged to participate in events and celebrations promoted through our school. All students from Prep-Year 7 work both individually and collaboratively whether they are engaged in classroom learning or break time play. Bymount East State School students are encouraged to seek support when necessary, regardless of the situation.

The P&C supports the school and values the learning that takes place within its fence line and out of the school grounds on excursions and camps.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	83%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	78%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	89%	100%	100%
they can talk to their teachers about their concerns (S2042)	89%	100%	100%
their school takes students' opinions seriously (S2043)	89%	100%	100%
student behaviour is well managed at their school (S2044)	67%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	78%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

All Parents and Students are satisfied that students receive a good education at Bymount East State School. Parents/Caregivers are satisfied with School. Parents support projects, attend meetings and are involved in school activities. Dedicated staff members participate in professional development that will improve work performance and student outcomes. All members of Staff work together as a team. The students that attend Bymount East SS are well supported within the caring community. This is reflected in the results of the school opinion survey - specifically in relation to Bymount East being a school that the students feel safe to go.

The parents can also have a large input and inclusion in the education of their children through

- P and C Association
- Reading in classes
- Attending camps
- Participating in tuckshop events
- Participating in the plethora of school/community partnership activities.

Reducing the school's environmental footprint

The school installed a new water bore and also had solar panels installed. The school aims to use as little electricity as possible, with students being taught to turn off unnecessary electrical items. Bymount East is on Bore water only. This helps ensure that we are all 'water wise'.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,219	0
2013-2014	14,043	0
2014-2015	17,296	

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

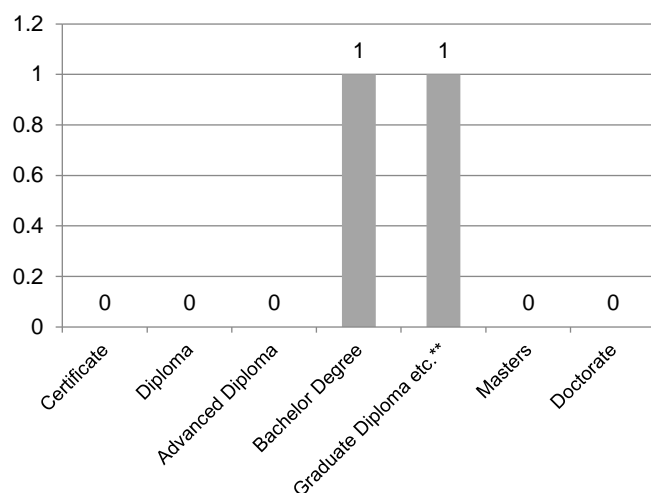
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	1	3	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	2



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).			

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

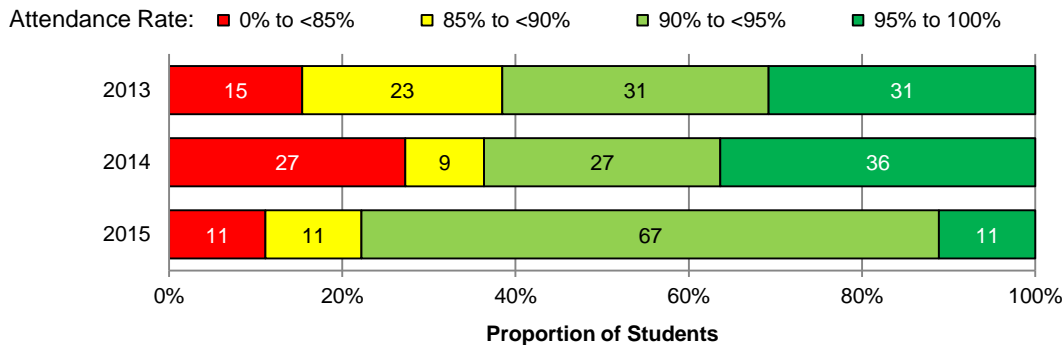
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	91%	93%	DW	DW	90%	DW	DW					
2014	DW	DW	93%	96%	DW	DW	96%						
2015	93%	DW	DW	92%	90%		DW						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12

2013 2014 2015

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.

Outcomes for our Year 12 cohorts

2013 2014 2015

Number of students receiving a Senior Statement

Number of students awarded a Queensland Certificate of Individual Achievement.

Number of students receiving an Overall Position (OP)

Percentage of Indigenous students receiving an Overall Position (OP)

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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2013

2014

2015

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
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2013

2014

2015

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.